

Mid-Year Survey Results

Thanks to those MITs that completed the mid-year survey to help provide constructive feedback for the KDE and the KCM. I have read each and every comment about how we can make improvements to the MAF grant initiative. I want to assure you that we do listen and we are already working to make some adjustments for upcoming years. Several of the suggestions around funding have been long discussions at the department. There are many people just as passionate as MITs about funding a math interventionist in every school. As a teacher in a building next year, whether you will be a MIT or filling a classroom position, know that you will impact students' progress and continue to foster their excitement around learning mathematics.

Quick Highlights from the Survey

- 80% of MITs reported using AVMR Assessments to monitor progress and guide daily instruction.
- On average, MITs spend 22 hours a week providing Tier II and/or Tier III interventions, almost four hours a week collaborating and almost three hours a week co-teaching in math classrooms.
- 95% of MITs reported having an active role on the school's RTI team.
- MITs provide lots of professional development to others – on average, nine hours within his/her school and eight hours within his/her district.

Quotes from MITs

- “As a MIT, I have been involved in analyzing data, assisting classroom teachers in developing appropriate targets for small RTI groups and whole group instruction.”
- “MIT prepares and shares math activities with the regular classroom teacher via PLCs and resource wall. Also, MIT teaches small groups and individual students during math centers in classrooms with largest number of students with math needs.”
- “The MIT collaborates in the classroom to provide the students and teacher with tools to improve number sense, including number talks, use of bead racks/ten frames, and activities from the KNPI.”
- “The MIT collaborates with primary teachers daily; designing lessons to ensure that intervention students and classroom students are meeting their short and long term learning goals.”

Yearly KDE Requirements:

Beginning of the School Year

- ✓ Assurance Statement & Budget Summary
- ✓ Orientation Webcast & Survey
- ✓ Schedule Sent to the KDE

By October 30th

- ✓ Infinite Campus Intervention Tab Utilized

By January 30th

- ✓ Infinite Campus Intervention Tab Updated
- ✓ MIT Mid-Year Survey

By March 30th

- ☐ Infinite Campus Intervention Tab Updated

End of the School Year

- ☐ Infinite Campus Intervention Tab Records Completed
- ☐ MIT End-of-Year Survey

Thank you – *Pamela Pickens*

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Department of Education

Office of Teaching and Learning

Division of Learning Services

Differentiated Learning Branch

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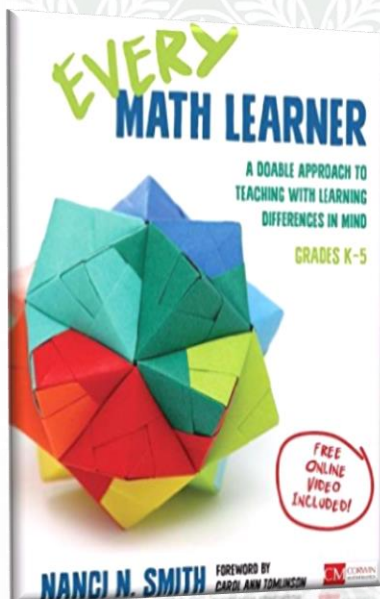
Math Intervention Consultant: **Pamela Pickens**

Recommended Reading

Every Math Learner, Grades K-5:

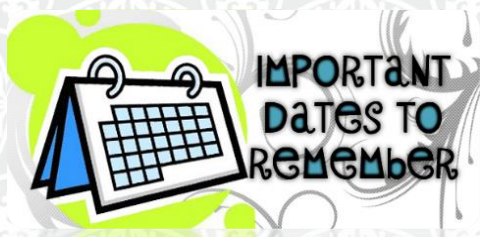
A Doable Approach to Teaching with Learning Differences in Mind

By Nanci N. Smith



Nationally recognized math differentiation expert Nanci Smith debunks the myths surrounding differentiated instruction, revealing a practical approach to real learning differences. Theory-lite and practice-heavy, this book provides a concrete and manageable framework for helping all students know, understand, and even enjoy doing mathematics. Busy K-5 mathematics educators learn to

- Provide practical structures for assessing how students learn and process mathematical concepts
- Design, implement, manage, and formatively assess and respond to learning in a standards-aligned differentiated classroom; and
- Adjust current instructional materials to better meet students' needs



- **March 30** - Data Pull for Infinite Campus Intervention Tab.
- **May 31** - Deadline for completing the End-of-Year Survey.
- **May 31** - Deadline for completing LMT.
- **May 31** - Deadline for submission of spring schoolwide assessment data to Abacus.
- **June 30** - Data Pull for Infinite Campus Intervention Tab. All records should be closed with "Student Service Results" entered.

Intervention Tab Feedback

Thanks to all MITs for updating student records into the Infinite Campus Intervention Tab. I am currently working on looking at each school's data following the January 30th data pull. I will provide feedback to each of you within the next couple of weeks. You will receive an email with specific feedback about your current IC Intervention Tab records. Please feel free to reference the Monthly Updates for October, November and January, as well as the Orientation webcast for more information and specifics about the Intervention Tab.



KDE Resource Corner: Peer to Peer Feedback

[Peer observation](#) is designed to provide useful formative feedback ([704 KAR 3:370 Section 5\(2\)\(b\)](#)) and foster collegial conversations among teachers about real issues related to teaching and learning. Peer observation is a required component of the Professional Growth and Effectiveness System (PGES) because it provides powerful, formative support for reflection and continuous growth in ways that impact student learning.

Critical Points:

- An authentic, embedded form of professional learning, peer observation provides the opportunity to review methodology and share promising instructional practices between and among educators.
- Peer observation training is useful to all educators working with peers to improve their teaching.
- Updated training, [Peer Observation Training, 2nd edition](#) shows criteria and the flexibility of peer to peer work.
- [Collaborative for Teaching and Learning](#) (CTL), the [Instructional Transformation \(IT\) Districts](#) and KDE Effectiveness coaches are developing capacity of a cohort of teacher peer observers skilled in leading one-to-one and group professional learning discussions about teaching and learning as outline in the [Kentucky Framework for Teaching](#).
- An outcome of the cohort work will be to increase the quality and frequency of peer feedback around the [Kentucky Academic Standards](#).
- Additionally, developing capacity for quality peer to peer feedback and support will lead teachers to assume leadership roles within the school and district as outlined in the [Kentucky Teacher Leader Framework](#).

Web Based Resources:

- Peer Observation for Teachers (KDE Webpage)
- Overview of the State Teachers Fellows in Kentucky (Hope Street Group)
- Leading Through Modeling and Coaching (Stumbo Elementary)
- Making Peer Observation Work (Kentucky Teacher)
- Peer Observation Helps Raise Our Status as Educators (Kentucky Teacher)
- Peer Observation Offers a Path to Growth (Kentucky Teacher)

KDE's Point of Contact:

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